IMPLEMENTATION OF INFORMATION LITERACY PROGRAMMES IN PUBLIC LIBRARIES: A CASE STUDY OF KENYA NATIONAL LIBRARY SERVICE

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A Research Project Presented In Partial Fulfillment for the Award of Degree of Master of Library and Information Science, Department of Library and Information Science, University of Nairobi

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DECLARATION

I declare that this is my original work and has not been presented in any institution of higher learning for award of a Degree.

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TABLE OF CONTENTS

Declaration.....i

Acknowledgements.....ii

Dedication.....iii

Table of Contents.....iv

Lists of Abbreviations.....ix

List of Figures.....x

List of Tables.....xi

Abstract.....xii

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction..... 1

1.1Historical development of information literacy..... 1

1.2 Historical background of Kenya National Library 4

1.2.1 Opening of new branches……5

1.2.2 Functions of KNLS……6

1.3 Statement of the problem..... 7

1.4 Aim and Objectives of the study..... 8

1.5Research Questions..... 8

1.6Significance of the study..... 9

1.7Scope and Limitation of the study 10

1.8 Operational Definition of terms 11

1.9 Chapter summary……12

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction 13

2.1Users: 13

2.2 Staff providing information literacy 16

2.3 Instructional methods used 19

2.4 ICT in information literacy 21

2.5 Challenges encountered in providing information literacy 22

2.6 Conceptual framework 25

2.7 Chapter summary……26

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction 27

3.1 Research design 27

3.1.1 Case study 28

3.2 Location of the study 29

3.3 Study population 29

3.3.1 Sampling frame……30

3.4 Sampling size and Sampling techniques 30

3.4.1 Sample size……...30

3.4.2 Stratified sampling……32

3.4.3 Purposive sampling…….....33

3.5 Sampling methods……33

3.5.1 Probability sampling.…….33

3.5.2 Non Probability sampling…….33

3.6Data Collection methods..... 34

3.6.1 Questionnaires..... 34

3.6.2 Interviews..... 35

3.7 Data presentation, analysis and interpretation 36

3.8 Data reliability and validity 37

3.9 Pilot study and pre-testing 37

3.10 Ethical considerations 38

3.11 Chapter summary..... 38

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS OF THE FINDINGS

4.0 Introduction……..39

4.1. Demographics 40

4.1.1 Gender of users.....40

4.1.2 Age of users……..40

4.1.3 Users qualifications……...41

4.2.Type of users …….....42

4.2.1 IL concept…….43

4.2.2 IL self assessment…….……44

4.2.3 New users provision of IL skills……..….45

4.2.4 Preferences of information sources …….....46

4.2.5 Users IL skills on services available…….47

4.2.6 Users search for information in the library ……..48

4.3. Staff provision of IL……...49

4.3.1 Effectiveness of IL programmes……...51

4.4. Instructional methods..... 51

4.4.1 Instructional methods effectiveness……..53

4.5. Application of ICT..... 54

4.5.1 Search engines used……..54

4.5.2 Search of information from internet…….55

4.6. Challenges of IL..... 55

4.6.1 Challenges faced in IL programmes…….56

4.6.2 Challenges faced in using library…….....57

4.6.3Suggestions on IL programmes……59

4.7. Chapter summary…….…..60

CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction…….……61

5.1. Summary of findings…….…….61

5.1.1. Users getting IL ……...61

5.1.2. Staff providing IL……62

5.1.3 Instructional methods …….…….….62

5.1.4.Effectiveness of instructional methods……..…..62

5.1.5. Application of ICT…….…..63

5.1.6. Challenges …….....63

5.1.7. Comments and suggestions ……...63

5.2. Conclusions ……..64

5.3. Recommendations ……64

5.4. Suggestion for further research……67

5.5. Chapter summary……..……67

REFERENCES ……..……68

Appendices.....73

Appendix I: Introduction letter.....74

Appendix II: Questionnaire for library users.....75

Appendix III: Questionnaire for staff.....81

Appendix IV: Interview schedule.....82

LIST OF ABBREVIATIONS

AACR—Anglo American Cataloguing Rules

BAI—Book Aid International

CDBD—Collection Development and Book Distribution Department

CD-ROM—Compact Disk Read Only Memory

CPU—Central Processing Unit

DDCS—Dewey Decimal ClassificationScheme

HQS---- Headquarters

IL—Information literacy

ILS—Information literacy skills

ISBN—International Standard Book Number

KNB—Kenya National Bibliography

KNLS—Kenya National Library Service

KPD—Kenya Periodical Directory

NAL—Nairobi Area Library

NLD—National Library Division

NORAD—Norwegian Agency for Development Cooperation

OPAC-Online Public Access Catalogue

USA—United States of America

MLIS--Master of Library and Information Science

SCONUL-- Society of College, National and University Libraries

LIST OF FIGURES

Figure2:1:Conceptual framework……25
Figure 4:1: Users information skills on services available skills…….....48
Figure 4:2:Effectiveness of instructional methods. 53
Figure 4:3:Challenges faced by users in using the library 58

LIST OF TABLES

Table 3:1: Population of staff……30

Table 3:2: Sample size for library users……31

Table 3:3: Size of staff……...32

Table 4:1: Age of respondents……...41

Table4: 2:Category of users.....42

Table4: 3: Understanding information literacy.....44

Table4: 4: Rating of IL skills.....45

Table4:5:New users.....46

Table 4:6:Source of information used most in the library 47

Table 4:7Users skills on searching information.....49

Table 4:8:Qualification of staff…….....50

Table 4:9:Assessment of IL ……51

Table 4:10: Instructional methods used ……52

Table 4:11: Search engines users prefer ……...54

Table 4:12: challenges of IL ……56

Table 4:13: Suggestions by users …….....60

ABSTRACT

The study aimed at exploring the implementation of information literacy programmes at Kenya National Library service and to suggest possible solutions. The objectives of the study were to find out the type of users provided information literacy skills; establish category of staff providing information literacy skills; find out instructional methods used; determine how ICT is applied in the provision of information literacy skills; identify the problems encountered in provision of information literacy programmes and suggest ways of addressing the challenges.Mixed methods of both quantitative and qualitative approaches were used, combining questionnaire survey and face-to-face interviews to examine users" views and experiences with information literacy. Purposive sampling technique was used and data was collected through use of questionnaires, interviews and observation. Major findings of this study indicate that users of the library rely heavily on the print information materials while users especially researchers rely on internet for their academic work or research. It was noted that information literacy is very important and helpful in users' study and research and users' suggest that information literacy programmes should be embedded in the library and it should also be introduced early when users visit the library for the first time to make it more effective. Some recommendations cited include; users should be provided with training on IL programmes, staff should be trained on IL programmes so they provide effective skills to users, adequate funding should be provided to support IL programmes resources, adequate equipments and facilities should be provided to facilitate teaching of IL programmes in public libraries.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

The use of information is an important aspect for one to achieve progress. In light of this, this study explores public library users' use of information. Libraries act as information repositories which enable people to meet their various information needs. This enables individuals to participate with greater understanding in community affairs. The 21st century has brought enormous change in information provision throughout the world as a result of new information and technological developments. Rader & Allan (2012:43-49) observe that these changes affect every segment of society and all levels of education. New learning centres are evolving based on the concepts of resource-based teaching and lifelong learning. Students and other category of users need high levels of literacy in every phase of their information seeking.

The world interpret the emphasis on seeking and selecting information sources in various programmes of information literacy instruction as indicative of the long tradition of library user's education primarily focussed on sources, search techniques and the evaluation of information (Bawden 2011:76). The term information literacy has been mainly used in the context of library practice. Given the librarians' long term engagement with issues of information literacy it is worth observing that the term 'information literacy' was not originally coined in the world of librarianship.

1.1 Historical development of information literacy

The term Information Literacy was coined by Paul Zurkowski in a 1974 report on future needs for various competences in work life in business and industry in the United States of America (USA). (Bawden, 2011:76). Information literacy has also been described as a way of learning (Bruce 2008:92). This interpretation relates information literacy to the concept of lifelong

learning (Bruce 2008:43). Information literacy is becoming an increasingly essential part of public library user education. For all that, it remains a foreign concept to many non-librarians. As Virkus (2009:98) points out, "information literacy has spread mainly among librarians and information professionals and neither is explicitly or extensively recognized in other circles". The term information literacy was coined largely to account for the burgeoning of electronic information. Electronic information has become ubiquitous, with cellular and wireless networks routinely available on top virtually wherever the user happens to be. Many young students entering higher education are completely at home with all the latest electronic gadgetry. They have found that "digital technologies enable ultra-rapid access to the richest sources, wherever they are located in the world's collection" (Diehm, 2012:75). Consequently they have become increasingly reliant on electronic information. They are not alone in this. Brophy (2010:210) comments, " we have all become distance learners since electronic delivery allows virtually every user to access library resources from remote locations". However, he also notes that technology will not be the only force at work in opening up new possibilities for information delivery. Some educators have embraced so-called e-learning, stating that it can provide "new learning opportunities; new employment opportunities; new roles and responsibilities; tele-working; and life-work balance" (Black &Roberts, 2013:21).

The development of e-learning lies between what technologies can be capable of achieving and our developing understanding of where it can add more value (Levy, 2009:139). Unfortunately, students do not see libraries as particularly useful sources of information or e-learning. Levy (2009:87) maintains, on the one hand, that this may be because librarians in undergraduate libraries are concerned more with books, articles, and reference materials, and the information they contain, than with the immediate and pressing needs of students, implying the need for

librarians to make these information sources understandable, accessible and even appealing. On the other hand, as Langford (2008:127) point out, "most people will not, on their own initiative, adopt new technologies without some effort and encouragement; they are comfortable accomplishing their work in the old familiar ways". Librarians are no different in this respect.

One of the challenges common to those working on information literacy programmes in Africa is that many of these programmes are mostly fairly new – coming into being within the past decade or so – and consequently are still in the pioneering stages. There are thus few examples to look to in deciding what approaches and strategies might best be applied in an African context. But even where examples that might serve as guidance exist, there is still much to be done to share and compile experiences and lessons learned, and to begin to draw out some of the wider strategy implications that they hold for future efforts (Kandiri, 2011).

Over the past three years, the British library for development studies (BLDS) at IDS has been developing information literacy programmes in Africa, and has thus been closely involved with more of these efforts. As part of the DFID-funded mobilizing knowledge for development programme, and working with African universities and research centres, it has developed toolkits, courses and approaches to information literacy that have been adopted as a part of this work.

The Kenyan government has stated that "the achievement of an information-based society is one of the main priorities. In order to realize national development goals and objectives for wealth and employment creation" (Poghisio, 2008). Similarly, information literacy is a concept that has been recognized as a development enabler in Kenya. The government considers education the sine qua non condition for acquiring ICT skills in order to create dynamic and sustainable economic growth (Wims & Lawler, 2007). The quality and efficiency of ICT application in

Kenya can only be achieved by means of capacity building through research and development, which are elements of information skills (Kandiri, 2011).

Similarly, it has been recognized that information literacy is essential for national development (Kenya National Bureau of Statistics, 2007). Ayoo & Otike (2002) take a very critical stance and maintain that the formulation of an information policy in Kenya is hampered by the lack of information skills, mainly among top policy makers, which results in making the wrong choices of ICTs. Information policy should be supported by providing education, running literacy programmes and training with the participation of all information stakeholders: the government as information generating. The ICT and education survey reveals the need to address information literacy when implementing ICTs in education, mainly due to a deficit in human resource capacity (Farrell, 2012).

1.2 Background of Kenya National Library Service

The Kenya National Library Service (KNLS) is a corporate body of the Kenyan government, and was established by an act of parliament Cap 225 of the laws of Kenya

1965. The aim of establishing KNLS was to provide library and information services to the Kenyan public. It was intended to take charge of the development of public library services in Kenya and to fill the vacuum that had existed before and soon after independence in 1963 regarding the provision of public library services. Before the establishment of the KNLS, some organizations and individuals had established some libraries in Kenya. However these Libraries were restrictive in membership as one had to pay and they were more or less private as they were meant for certain sectors of the community for example Macmillan library. (Kenal news, 2009)

Both the provision of public library services and the adult literacy programmes which the government launched in 1965 were intended to aid education besides providing an opportunity

for the citizens to spend their leisure time in purposeful recreation. Hence when parliament enacted the KNLS Act in 1965, the Board of Directors led by a Chairman was mandated in its functions to oversee the promotion of establishment and development of public libraries in Kenya. The first Board of Directors commenced work on first April 1967 with an initial books stock of about 40,000 volumes, 25,000 of which were inherited from the former East African Literature Bureau. (Kenal news, 2012). The KNLS headquarters library opened its doors to the public in February 1969 in a wooden premise which housed the department of registration of persons. KNLS did not move to its current location until April 1974.

1.2.1 Opening of new branches

During its first decade of existence (1969-1978) the board was able, through funding from the Kenya government and donor agencies like the British Council, Norwegian Agency for Development Co-operation (NORAD) and the United Nations Education, Scientific and Cultural Organization (UNESCO), to set up libraries in all the provincial headquarters of Kenya. The first provincial library was opened in Kisumu in 1969 with funds provided by the British Council. The Kisumu Library was followed by Embu area library which was opened in December 1970. Nyeri area library was next and was initially started in an old building at Ruringu, in the Nyeri county offices in 1971. The present Nyeri library was erected through NORAD assistance and was opened in 1975. The Kakamega branch opened its doors in March 1972 and was followed, in February 1976 by Eldoret library which was also funded by NORAD. Nakuru library was opened in February 1976, initially housed by municipal council of Nakuru but currently the KNLS board has put up a modern library in Nakuru near the provincial commissioners offices where the new library is located. The dawn of the next decade (1979-1988) saw the last of the provincial libraries where Garissa came up in 1980. The second phase of the KNLS development

began with the construction of Kisii and Thika libraries, which signified the entry of district libraries. Since KNLS was determined to reach as many people as possible, mobile libraries began operations in Nairobi, Eldoret, Embu, Kisumu, Mombasa, Nyeri, Kakamega, and Kabarnet. The most recent development is the establishment of self-help community libraries whereby the community through the local councils donates land and building and the KNLS board facilitates information materials and staff.

1.2.2 Functions of KNLS

The KNLS is responsible for preserving the national heritage of the country, publishing the Kenya National Bibliography (KNB) and the Kenya Periodicals Directory (KPD), providing national reference services amongst other functions. The KNLS mandate is to promote, establish, equip, manage, maintain, and develop public libraries in Kenya. It is the Board's conviction that information materials are outstandingly effective in transmitting knowledge and communicating ideas, and that reading encourages the fullest development of thought and the participation of the citizen in society. Therefore the KNLS board provides a variety of services on the basis of equality of access for all regardless of age, race, sex, religion, nationality, language or social status. Specific services and materials are provided for those users who cannot for whatever reason, use the regular services and materials. The KNLS being a public library strives to provide free and unlimited access to information by providing a variety of services. The KNLS motto "Read, Know, Empower", illustrates that the library service is intended chiefly to aid education besides providing an opportunity for the public to spend their leisure time in purposeful recreation. The KNLS has a dual responsibility of a public library as well as performing the duties of the national library in Kenya. As a public library, KNLS provides; adult lending services, children library service, mobile library service, camel and donkey library,

services, school book boxes service, reference service, user education service, service to institutions, informal training for librarians, book distribution/ donations, email and internet services, reprographic services. As a national library it provides; legal deposits centre, issuance of ISBN, national reference services, bibliographic section—where it is a depository centre for all publications that are published in Kenya as per legal deposit act, issuance of international standard book number (ISBN), national reference services (www.http//knls.ac.ke).

1.3 Statement of the Problem

One of the primary functions of a public library is to disseminate information to all categories of clientele. In order to fulfill this noble goal, there is need to inculcate an information culture through information literacy programmes to enable library clientele to access information with ease and independently. Weiler (2009:132) opines that in public libraries, orientation is offered mainly to new users and many of them are unable to use the information resources effectively as they do not get adequate information skills. Although orientation is given to new users of the library, the main challenges facing the public libraries today is how to deliver relevant information literacy skills which will enable users to retrieve and access both print and electronic information as users lack information skills to enable them access information. Public libraries have historically offered instructional courses in a variety of ways, embedding them in a range of strategic courses such as reference, instructional media, user needs. The biggest challenge in the public library sector is that customers' requirements are very diverse and content may only be required by small numbers of people affecting economy of scale (Probert, 2009:54). The age range is all ages from cradle to grave, previous learning experience and ability is not homogenous and attitudes to learning are very diverse. For a significant number of people learning may also be seen as a negative thing to be avoided. (Weiler, 2009:132).

The new technological changes have contributed challenges to many users since they lack information literacy skills to access electronic information. Public library users need to get the needed information from the available sources with ease but it seems they lack information skills. There exist gaps in area of information literacy in public libraries hence, the researcher's need to explore on the implementation of information literacy skills in public libraries and suggest possible solutions.

1.4. Aim and Objectives

1.4.1 Aim of the Study

The aim of the study was to explore on how information literacy programmes at Kenya National Library Service are carried out and to suggest possible solutions in the implementation.

1.4.2 Objectives of the Study

The specific objectives of this study were to:

1. Find out the type of users provided with information literacy programmes.

2. Establish the category of staff providing information literacy programmes.

3. Find out the instructional methods used in information literacy programmes.

4. Identify the application of Information Communication Technology (ICT) in information literacy programmes.

5. Identify the challenges faced in provision of information literacy programmes and suggest ways of addressing the challenges.

1.5 Research Questions

The study sought to answer the following questions:

1. Who are the users being provided with information literacy skills in public libraries?

2. Who are the members of staff providing implementing of information literacy programme?

3. Which instructional methods are used in the provision of the information literacy programmes?

4. How does Information Communication Technology (ICT) applied in the provision of information literacy programmes?

5. What are the challenges encountered in the implementation of the information literacy programme?

1.6. Significance of the study

The study was undertaken with the main objective of coming up with the best strategies that can be adopted by public libraries to improve and develop effective IL programmes to assist users to gain the knowledge and skills necessary for life-long learning in the contemporary information environment. This study identified the various gaps that exist in implementation of information literacy programmes through review of methods used to provide the information literacy, among others. The study is hoped to contribute to the building of knowledge in a relatively uncharted field, and also provide insights useful in meeting the challenges that confront public libraries in Kenya. The new findings are expected to open new grounds for further research in public libraries. The new findings and recommendations can enhance policy formulation for information literacy programmes in public libraries and provide policy makers with new ideas on how to improve the IL programmes. It will also provide insight and practical ideas for sustainable information literacy programmes in public libraries. It will further discover challenges encountered in implementation of information literacy programmes and hence assist both users and staff to implement effective and efficient IL programmes.

1.7. Scope and Limitations

1.7.1 Scope

Although there are sixty KNLS public libraries branches, this study explored the implementation of information literacy programmes in Kenya National Library Service, Nairobi as it is the headquarters for all the branch libraries.

1.7.2 Limitations

These are factors that may adversely affect the results or generalizability of the outcome of the study (Kingori, 2013). The study will be confined to the Kenya National Library Services, Nairobi. The study will not address itself to other public libraries in Kenya because it will not be possible to traverse all public libraries. The research will deliberately avoid studying other KNLS branch libraries countrywide due to limited time, finance and the academic need to make the study manageable. A much wider scope could be untenable therefore necessitating such limitation. However, further studies may reflect a clearer picture of the implementation of information literacy skills in the public libraries.

For academic purposes, studying the KNLS makes the study realistic and attainable, and the findings reliable to spark further studies in the same area. Currently, there is inadequate literature on information literacy especially on public libraries in Kenya and the researcher therefore depended on literature review of other countries in Africa and other parts of the world that have relevant information on this discipline.

During the process of sampling, errors or biases could have arisen due to several factors like variability of responses. However, the researcher was aware about the dangers and tried very much to overcome them through the use of rigorous methods in data collection in the field, processing and interpretation.

1.8 Operational Definition of Terms

This section gives definitions of basic terms used in this research.

Locke (2013) says that definition of terms define terms that individuals outside the field of study may not understand and that go beyond common language.

Bibliographic Instruction: Bibliographic instructions are instructional programmes that are designed to inform library users how to locate and use information resources effectively.

Illiteracy: The inability to read, write or count for a useful purpose.

Information: It is the knowledge that you get about someone or something: facts or details about a subject

Information Literacy: Ability to recognize when information is needed and the ability to locate, evaluate, and use the needed information effectively. It is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.

Library: A place, building, room or rooms set apart for the keeping and use of a collection of books.

Literacy: The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

Orientation: In public libraries, new users are taken through various sections of the library and shown arrangement of books and how to retrieve information from various sources.

1.9 Chapter summary

Chapter one has provided the background for the research, with a brief introduction about the research as a whole and background information about Kenya National Library Service. The aim of carrying out the research was stated with objectives and research questions being highlighted. The chapter equally states the problem and gives the justification for doing the research, the scope and limitations are also provided. The chapter also gives operational definition of terms. In short, a general overview of the research has been elaborated, and the immediate chapter will review related literature.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on literature related to the implementation of information literacy skills programmes in public libraries. A literature review is an account of what has been published on a topic by accredited scholars and researchers. Locke (2013:123) says that literature review shares with the reader the results of other studies that are closely related to the one being undertaken and it relates a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies. This is a researcher's findings from other studies done in related field. It will be relevant to the topic under study. Literature review will give the researcher insight into what has already been done and enable the researcher know the kind of additional data needed in the study. It will expose the researcher to a variety of approaches of dealing with the research issue. It involves examining documents such as books, magazines and journals, both print and electronic formats.

2.1 Users provided with information literacy programmes

Virkus (2009:98) points out that, different approaches have been used to develop information literacy among users. For example, developing a guide for students to use or for resource evaluation, presenting a class session, creating a course web site giving students a guided tour for searching the web, developing an assignment where students work on a search strategy appropriate to a problem statement, assigning students in presentation of their literature reviews, developing online tutorials or integrating information literacy into curriculum. Clearly, as pointed out by Virkus (2009:98) . This generation of students can handle the nonlinear approach to information literacy, and developers need to explore how best to create the diverse paths from which these students can select. By building on the solid foundation of existing instructional

practices and integrating promising technologies in the future, developers can craft a new wave of information literacy tutorials that address the important competencies required for all freshmen to become lifelong learners. Levy, (2009:67). Stripling (2014:77) Advocate cooperative learning but admit that this cooperative learning activity probably would not work as well earlier in the course knowledge of searching and databases would be less well developed, students would be less likely to get right down to work in their groups, they would feel less comfortable presenting in front of the others, and they would be more likely to feel anxious, rather than confident about the short time allotted for the activity. The students work together to solve the problem, some collecting information, others analyzing the problem setting and considering the options. The students pass this between themselves to polish and refine it. At the end of the week, the solution is posted. Stripling (2014:77) also believes that effective inquiries can help learners. Students get motivated to read and comprehend challenging text when they are trying to answer intriguing questions and they need information to do so.

The continual advent of new technology, often first tried and then favored by youth, brings new information literacy demands. For example, the ability to share and download material from the internet and the rise of instant messaging and online communication, for example, chat rooms, online chat, and weblogs, provoke issues of ethics, intellectual property rights, and privacy. These concern all of society, but are particularly relevant to teens because of their social and musical interests and high use of the internet. Another distinguishing characteristic of teen's information literacy is the nature of their information needs. Teenagers, poised between childhood and adulthood, have important personal information needs related to entering the adult world, for example, career choices and financial and legal awareness. They also need information on topics that adults may not want them to know about – yet, for example, sexuality,

drugs, and other 'adult' issues – and much less research has been done on this than on teens' school-related information seeking (Todd & Edwards, 2013:87). Gross (2011:19) explores the implications of imposed information seeking, for example, school assignments versus self-generated questions for young people, especially given that some research shows as children enter adolescence the number of imposed queries increases while self-generated use of libraries declines. The question of choice or freedom in terms of an information need can affect their motivation and hence the practice and effectiveness of teens' information literacy.

Weiler (2009:95) considers how the intellectual developmental stages of teens affects their information-seeking behavior and ability to think critically, and cites research that suggests that in seeking information on sensitive or controversial issues some university students were still not intellectually able to accept dissonance and sought to reinforce existing knowledge rather than create new meaning.

Gorman (2012:116), describes an innovative public library teen initiative called Wired for Youth (WYF) centers, which offer teens a place to practice their ICT skills, do homework, produce texts, and generally have access to information literacy resources, including human 'cyber lifeguards'. Virtual reference, whether through e-mail, web forms, or live chat, are a possible access point between teens and librarians that supports information literacy and could possibly help develop it. In her extensive literature review on the reference interview, Currier (2009:89) poses the question of what methods of teaching information literacy could be used in the reference interview. Blogs are very popular with teens (Currier 2009:87). Twist (2009:127) comments on how teens reach out to each other via blogs and how the length of the average blog post is over 2,000 words. Blogs can also be a way for libraries to reach out to teens. Gorman (2012:153) points out that weblogs in public libraries allow young people to participate as

information producers and generally support the development of information literacy and a learning community. Developing quality websites with and for teens is an excellent way to help develop their information literacy.

2.2 Staff providing information literacy programmes

Today, libraries are no longer the primary sources of information (Campbell, 2010:143). Librarians will not be providing face-to-face service to users because "users will define for themselves the information literacy skills they require; and rigorous assessment of information literacy programs required" (Campbell 2010:74). Therefore, librarians might consider facilitating access not only to information but also to "information that exists, is known, available and easy to reach, read and use" (Campbell, 2010:117). Library designers should incorporate "a deeper understanding of the independent, active learning behavior of students" (Barnard 2009:233). In any case, the majority of the collection, e-journals and databases, provides users and librarians with an exceptional opportunity to integrate search tools for finding information. When old literature is available in the new formats, the library continues to spend resources based on information about users' habits and preferences (Abilock, 2010).

It is important to remember, however, that digital technologies are not the only ones that can convey information, and skill in the use of all available technologies can be important in information literacy. Students who can use the most appropriate technology as a tool appear to be better at managing information, communicating, and presenting ideas. The tendency to equate computers with information, and hence to mistake computer literacy for information literacy, is a dangerous myth because it presumes that information can only be storable, manipulable and displayable in the machine called a computer (Taylor, 2011:51-52).

A number of authors stress the importance of all staff becoming multi-disciplined. Currier (2009:9) report that "traditional boundaries between the roles of tutor, educational developer, learning adviser and information specialist are becoming less distinct. Payne (2010:129) asserts that "all [library] staff require excellent service skills and increasing levels of IT competence. Subject specialists, working with academics, require knowledge of pedagogy and a deep understanding of learning styles and teaching methods." Information literacy programs will, where possible be integrated with the curriculum, attain quality learning outcomes and develop transferable skills. Because of their particular expertise, librarians should constantly be prepared to play a leading role in information literacy programs. Library administrators should ensure that all library staff receives appropriate training and skills development. This may require a fundamental re-think on the part of libraries and librarians.

Levy (2009:341), notes that "librarians involved in online teaching and learning are challenged to develop new understandings of their professional roles". Probert (2009:23-25), too asserts that the librarian in the new age must be multi-skilled. Currier (2009:19) says that systems librarian is a unique breed. The position requires someone who not only understands libraries and computers but someone who can put both fields into context."

Levy (2009:341) consider that the librarian is an educator whose "role encompasses educational design, facilitation, development and innovation". In their opinion, librarians are "facilitators of active, critically reflective learning, whether the focus is directly on developing students' information literacy or more broadly on designing and supporting information interactions and environments that will help catalyze students' engagement with their academic discipline. Payne (2010:16) states that: library and learning supporting managers are in some ways well placed to

act as facilitators in this new environment. We have traditionally been student-facing and are already familiar with working across organizational structures, and with other professionals, to support students' learning. However, librarians may not be perceived as agents for change within their institutions. Riedling (2009:77) support this view: "The librarian's role as gatekeeper and adviser is important, but it can be perceived as blocking rather than enabling use of resources." This can perhaps be best addressed by libraries ensuring "that services are tailored to meet customer requirements. This can only be attained if needs of the users are constantly evaluated. It is also important that users are reached using the communication modes suitable to them. Regular consultation has also proved to improve the services of the library" (Njobvu:89-98).

It is true that librarians may become frustrated if students do not appreciate what the library has prepared for them. Sometimes, this is not about the program design or the instructors; it is about individual differences. Librarians must not seek a "one-size-fits-all" solution but instead put more flexibility into user education programs. Librarians should be aware not only of what knowledge and skills students lack but also of those that they do have. Many students have knowledge and skills in using library resources and IT.

One facet is the internet, which is regarded by many students as a fast and reliable answer provider, and which is increasingly becoming the first choice of students for seeking materials. Librarians might consider the role of the internet as they introduce library resources during the user education program (Riedling, 2009:28).

Librarians are indeed "called upon to help students navigate their way through a plethora of information clearing houses to access the materials they need. In the process, they help students clarify their assumptions about how a body of knowledge is organized, and how to evaluate the

validity of the information they retrieve" (Levy, 2009:61). Librarians should not only assist students in dealing with their study activities but also encourage a desire for knowledge in all respects. In other words, libraries should be focused on creation and development of knowledge by way of exchanging and sharing of knowledge among library staff, users, and other information providers (Shanahan, 2007:187-19).

2.3 Instructional methods used in IL programmes

The idea of library instruction or bibliographic instruction (BI) has been one of the concepts and tasks associated with librarians for many years (Grassian & Kaplowitz, 2009:23). The term "BI" is used here to represent library instruction of various types, excluding the more recent term "information literacy instruction" (ILI) to which it is compared. BI has usually referred to learning the tools and skills required to successfully use a library for finding information (Budd, 2011). With the increasing amount of information from different sources and the growing complexity associated with retrieving information in the 1980s and 1990s, librarians were frequently asked by college faculty to provide specific instruction on how to do this (Grassian and Kaplowitz, 2009:29-33). While BI tended to focus on library activities and the use of tools to get information, it lacked the larger consideration of critical thinking and broader tasks needed to do research.

The broader concept of information skills and library instruction may be divided into two parts: (1) lower-order competencies, like information-seeking and retrieval and, (2) higher-order understanding, extending the lower-order skills to include evaluating information search results as to quality, relevance, and validity and determining how to use the information (Moje,

2012:23). The first is associated with BI, while the second refers to ILI, which was developed by librarians to meet the need for such understanding.

The original use of the term "information literate" was by Paul Zurkowski, President of the Information Industry Association, who in 1974 suggested that it meant people who were skilled in applying information resources to their work, using these skills and tools to solve problems (Moje, 2012:23). ILI is the instruction by librarians in a set of skills that cover identifying the need for information, how to find it, how to evaluate it, and how to use it to meet this need for information. Information literacy (IL) skills extended beyond the skills needed for using the library. ILI was also a response to the availability of information from beyond the library, with the danger that users would not have the skills to evaluate and selectively choose the best information for their use (Grassian & Kaplowitz, 2009). In discussing the teaching of information literacy (IL), it is important to distinguish between the skills needed to demonstrate IL and those skills associated with computer literacy (Lankshear, 2011:119). Computer literacy includes those technical skills needed to use computers and software, which is different from the IL skills of finding and using information. Many of today's students are very computer literate with the skills to use this technology very well, but this often does not translate into being information literate.

ILI uses library instruction tools as a foundation to achieve higher order skills for processing information and getting results that allow for making better decisions. ILI represents a change in scope from previous library instruction, with a shift from teaching tools for finding information in a library to a focus on broader concepts by all information users and not only library users. ILI builds upon the library instruction of the past to extend its breadth. Owusu-Ansah, (2007:56).

2.4 ICT application in information literacy programmes

Kingori (2013:20) asserts that, "today's society has been recognized as an information society due to the impact of ICTs in all aspects of human life". The development of ICTs has radically changed the operations of all types of libraries. Traditional libraries with a card catalogue are now out of fashion. The paradigm shift from stand-alone libraries to library and information networks is available through the internet.

Technological advances made it easier to access, collect, organize, create, and disseminate information. This technology began to impact the process by which people sought and retrieved information, especially after the Internet was launched into the public domain (Diehm, 2012:19). He further indicated that while access to information was faster and greater, the seeking behavior was neither enhanced nor improved, and that the creation, implementation, and widespread adoption of the Internet as a research tool provided many users with a false sense that the Internet was equitable to a library, only flashier and more up-to-date. The end result of this technology and rapid transference of information made it necessary for researchers, scholars, and students to develop a skill set that would equip them with the ability to navigate the information streams in order to utilize information effectively, efficiently, and ethically. The contemporary researcher relies more heavily on electronic research tools. In many cases, the Internet is the starting point for many students in the research process. Students who are able to use the information discovered in preliminary online searches to refine their initial searches and integrate the information discovered in future online searches are more successful at accessing a deeper level of information than those who do not, thus recommending that instruction on the skills needed to search online content be included in IL programmes so as develop effective Web-

based learning. Additionally, Brophy (2010:314) indicated that students often expressed little awareness in alternative methods in retrieving online information outside of search engines, or if they did try other methods, they would most often resort to using Google. Brophy also found that when students retrieved online information they only reviewed the first page. The concept of e-learning involves enabling students to acquire knowledge in information and communication technologies. Students must be literate in the use of search engines as Google, AltaVista, fast search, info seek among others. As the word implies, it involves using the internet or intranet. In addition, it involves web-enabled classrooms and distance learning. CD-ROM and DVD can be used as teaching aids, Kingori (2013:103).

2.5 Challenges encountered in provision of information literacy programmes.

In recent years, the issue of the digital divide has drawn remarkable attention from most developed and developing countries like Kenya. "Digital divide" generally refers to unequal access to information and communication technology (ICT)and the gap between those who are "information-haves" and those who are "information have-nots" has raised great social problems of inequality (Tien & Fu, 2008:421-436). In addition to the disparities of accessing information and communication technology, peoples' lack of adequate computer knowledge and skills is also an important dimension that causes the digital divide. Libraries in Kenya have made efforts to bridge the digital divide within the country by developing advanced ICT infrastructure and providing information literacy programs to the users through libraries in academic and public libraries. Resnick (2012:11-16) articulated that IL skills have become a prerequisite for obtaining a job, participating meaningfully in society, and learning throughout one's lifetime. The public library is a place which supports adult education and lifelong learning and has the capability of

narrowing the digital divide by providing free computer and internet access and offering training courses to improve people's IL skills. Governments around the world have recognized the critical role of public libraries in developing the IL skills of their citizens. As a result, funds have been allocated to public libraries to purchase computers and establish Internet connections, and a variety of IL approaches have been employed (Gross, 2011:157).Although the role of public libraries has been acknowledged as a valuable provider of IL development for, existing literature primarily focuses on addressing the role of public libraries and their IL activities. There is still a lack of relevant study investigating IL training in public libraries, especially in the quality and organization of IL courses and the IL skills of public librarians. Since IL competencies have been identified as a crucial element to foster lifelong learning and keep up with the fast changing world, integrating IL learning into education at all levels should be a priority concern (Snavely. 2008:38). He emphasized that even though people claim that they have a high degree of confidence in using computers, their IL skills might be disgraceful. In public libraries, information, in most cases, can be easily retrieved from the internet, but users waste so much valuable time because of a lack of adequate skills to find appropriate resources, evaluate information, and use the information effectively in solving problems.

Therefore, in the context of public libraries, teaching IL can permit users to navigate the technology effectively and become efficient seekers and users of information ,Riedling, (2009:26). Recent studies (Barnard, 2009:509); Probert, 2009:39 & Shanahan, 2007:312) have revealed that users' IL skills need to be enhanced and careful attention needs to be paid to these skills in primary, secondary, and even in higher education sectors. Public libraries are primarily driven bottom up, by the customers' agenda and far less by top down curricula. Public library service provision is by definition very broad, as it is driven by the information and cultural

requirements of the general public. This has a number of challenges for developing information literacy programmes for customers, which need to be considered when deciding approaches to information literacy. The biggest challenge in the public library sector is that customers' requirements are very diverse and content may only be required by small numbers of people affecting economy of scale. The age range is all ages from cradle to grave, previous learning experience and ability is not homogenous and attitudes to learning are very diverse. For a significant number of people learning may also be seen as a negative thing to be avoided. Customers can have no qualifications or be post graduate or higher.

2.6 Conceptual framework

The indicators from the figure below indicate user's ability to search and access information independently. The relevant staff skills to impart users with information skills contribute to effectiveness of service. The outcome will be users ability to retrieve and access information with ease and independently. The users will become more effective in information searching and retrieval if the staff has the right skills to provide information literacy programmes.

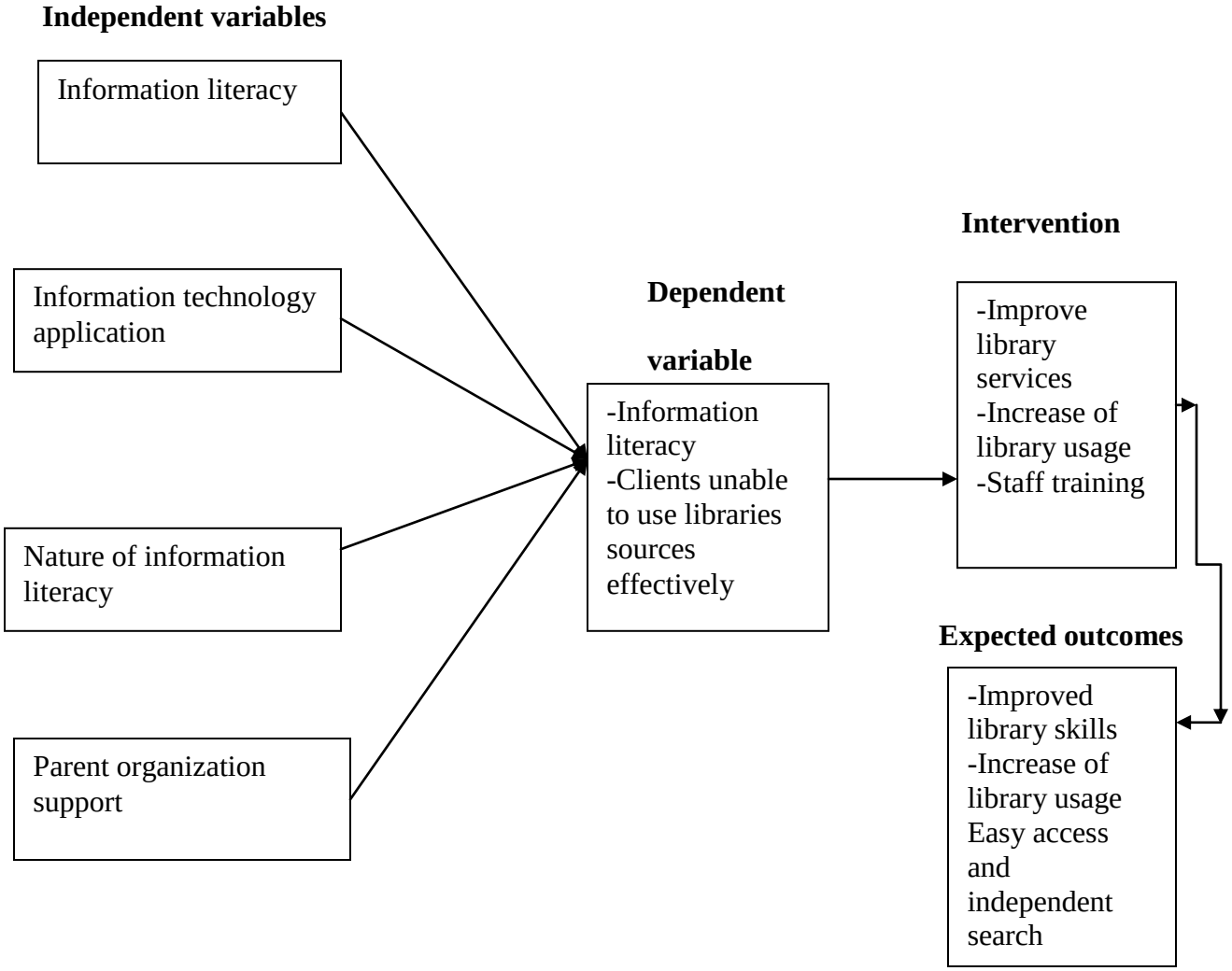

Figure 1: conceptual framework

Source: Researcher, 2014

2.7. Chapter summary

This chapter has examined relevant literature which has informed this research. An overview of information literacy was presented, along with a review of the literature pertaining to other aspects of the concept. A conceptual framework was also drawn and explained. The next chapter looks at the methodology used by the researcher.

CHAPTER THREE: METHODOLOGY

3.0 INTRODUCTION

This chapter provides the methodology and techniques that the researcher used in carrying out the research study. It discusses the selected research design, area of study, the study population, sample procedures and sampling techniques, research instruments, as well as methods of data collection in relation to the objectives of the study and research questions. The chapter further discusses the mode of presentation and data analysis, data validity and reliability and ethical issues.

3.1 Research design

Research design is the systematic planning or structure of the research. It holds together all elements in a research and it shows how all the major parts of the research project work together to try and address the central research questions. Creswell (2013:146) defines research design as plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. It also includes processing, interpretation and the publication of results. Creswell (2013:149) identified three research designs: qualitative, quantitative, and mixed methods approach. Thomsom (2011:39), states that qualitative research is research involving detailed, verbal descriptions of characteristics, cases, settings, people or systems obtained by interacting with, interviewing and observing the subjects. In view of the above highlights, the research design adopted for this research was a case study strategy.

Mixed methods approach was used in this research. The researcher adopted both quantitative and qualitative research designs since the researcher desired to obtain entire trends or statistical truth in the research and also the researcher wanted to observe in detail by his own point of view. The mixed method application was preferred because they complimented one another and thereby

enhancing both the weaknesses and potential synergies between the qualitative and quantitative techniques. In the qualitative research design, data was typically in the form of words rather than numbers". Quantitative research includes designs, techniques and measures that produce discrete numerical quantifiable data as asserted by Mugenda & Mugenda (2009:86). However, Kumar (2009:213), states that if one wants to quantify the variation in a phenomenon, situation, problem or issue, information is gathered using predominantly quantitative variables, and especially if the analysis is geared towards ascertaining the magnitude of the variation. A quantitative research design was used in determining percentages and frequencies. It was also useful in drawing tables and pie-charts that brought out the study results.

Qualitative technique was applied by means of interview and open-ended questions which provided the exploration of concepts with participants. It enabled data on opinions, attitudes and perceptions in form of words to be collected from respondents. Qualitative research design was also used to bring the researcher and the respondents together and help the researcher to have an in-depth understanding of the variables under study. The interview guide was useful in this regard. The grounds for combining the methods, was strong in this study because the study was investigating the implementation of information literacy skills in Kenya National Library Service (KNLS).

3.1.1 Case study

The researcher adopted the case study research method in the process of conducting the study. It is an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context. It is thus a type of research whereby the researcher typically observes the characteristics of an individual unit" Mbwesa, (2010:11). A Case study research was preferred for this study because it provided real examples, encouraged replication, they were generally practical in nature,

and provided innovative ideas. Case studies also allow collection of data on a limited number of persons, analyze in greater depth and are able to gather as much information as possible on that particular area of study. Kumar (2009:96) says that case study research design "provides an opportunity for the intensive analysis of many specific details often overlooked by other methods". The use of a Case study research technique, made it possible to establish in-depth personal views, opinions, and attitudes of the various respondents through face to face interviews and questionnaires.

3.2 Location of the study

Gill (2011:112-113**),** observes that before any researcher embarks on the study, he needs to sort out the location for his study. He says that forethought, and attention to detail will make it easier for the researcher. This study was based at Kenya National Library Services Headquarters. KNLS Headquarters is located along Ngong road, community area in Nairobi city. The library building is located opposite NHIF building.

3.3 Study Population

Mugenda & Mugenda (2009:17) defines population as an entire group of individuals, events or objects having a common observable characteristic. Kombo and Tromp (2009:50), States that population is an entire group of person that has at least one thing in common. They further discuss that it is important for the researcher to find out as much as possible about the study population. The study population comprised of the 15 members of library staff who included one principal librarian, one senior librarian, five senior library assistants and eight library assistants. One hundred users formed the population. The following table shows population of staff:

Table 3.1 Population of staff

Designation of staff	Size of the population
Principal Librarian	1
Senior librarians	1
Senior library assistants	5
Library assistants	8
TOTAL	**15**

Source: Researcher, 2014

3.3.1 Sampling Frame

Sampling frame is an objective list of the population which the researcher used to make a selection. Cooper and Schindler, (2009) Says' that a sampling frame should be a complete and correct list of population members only. The source of the sample frame was the statistics of number of staff and number of daily library users from the librarian in charge which was in a register. The researcher sent a letter to the office of the Director, Kenya National Library Service, to request for the said statistics.

3.4 Sample size and sampling techniques

3.4.1 Sample size

A sample is a smaller but hopefully representative collection of units from a population used to determine truths about that population, Field (2011:19-23). Connaway and Ronald (2010:128) says that the general rule of thumb for the size of the sample is, quite simply, the larger the better and he recommends Krejcie and Morgan, (1970) formula for deriving sample size. Marshall (2009:125) opines that the size of the sample is determined by the optimum number necessary to

enable valid inferences to be made about the population. The larger the sample size, the smaller the chance of a sampling error, but since sampling error is inversely proportional to the square root of the sample size, there is usually little to be gained from studying very large samples. The optimum sample size depends upon the parameters of the phenomenon under study, for example the rarity of the event or the expected size differences in outcome between the intervention and control groups. Kothari (2010:192), states that sampling is the process of obtaining information about an entire population by examining only a part of it. This is usually done with assumption that the sample data will enable the researcher to estimate the population parameters. The researcher used Krejcie & Morgan (1970) in determining sample size. The sample size that was selected in this study comprised of 80 library users, this was 80% of the entire population. The sample size for staff was 100% as it was a small number.

Table: 3.2 Sample size for library users

library users	**Approximate size**	**percentage**	**Sample size**	**Percentage**
Library users	100	100%	80	80%

Source: Researcher, 2014

Table: 3.3 Sample size for library staff

Qualifications of staff	Size of the population	Sample size	Percentage
Principal librarian	1	1	100%
Senior librarians	1	2	100%
Senior library assistance	5	8	100%
Library assistants	8	3	100%
TOTAL	**15**	**15**	**100%**

Source: Researcher, 2014

The reason for choosing each category of the respondents was to get a representative sample as well as to get both sides of the story that is from those being offered IL programmes service (library users) and those who provide the service (library staff).

3.4.2 Stratified sampling

The study employed stratified sampling to select users of the library and staff. This was as a result of proportionate representation with a view of accounting for the difference in subgroup characteristics and in this case, users of the library in KNLS who were of different subgroups, such as students. Adult users were students, professionals among others. Osa & 0nen (2010:33) asserts that stratified sampling is a technique that identifies subgroups in the population and their proportions and select from each subgroup to form a sample. This technique ensured each subgroup characteristic was represented in the sample thus raising the external validity of the study.

3.4.3 Purposive sampling

Purposive sampling technique was used. Punch (2009:231) asserts that purposive sampling is a deliberate way, with some purpose or focus in mind. Mugenda & Mugenda, (2009:84) says that it is a technique that allows a researcher to use cases that have the required information with respect to the objectives of the study. Cases of subjects were therefore handpicked because they are informative or they possess the required characteristics. This technique was adopted because specific people handled information literacy programmes. It allowed the researcher to select a sample which provided data needed in different categories of respondents. The study used the purposive sampling method to get the sample for the, Librarian in-charge and the section in charges in the Library and to select the other general staff sample. The researcher was able to use his own judgement to achieve objectives of the study and also interviewed those people who in his opinion were likely have the required information and willing to share information.

3.5 Sampling methods

There are two methods available to researchers to select individuals for a study; namely

3.5.1 Probability sampling, where every individual in the population is known and each has a certain probability of being selected. A random process decides the sample based on each individual's probability. Probability sampling includes: Simple random sampling, systematic sampling, stratified sampling, probability proportional to size sampling, and cluster or multistage sampling.

3.5.2 Non probability method, where the population is not entirely known, thus individual probabilities cannot be known. Common sense or ease is used to choose the sample, but efforts are made to avoid bias and keep the sample representative. Non probability sampling methods include accidental sampling, quota sampling and purposive sampling. In addition, non response effects

may turn any probability design into a non probability design if the characteristics of non response are not well understood, since non- response effectively modifies each element's probability of being sampled. Cluster sampling was used by researcher by the sample being gained by the random selection of clusters (pre-existing groups of individuals) from a list containing all of the clusters existing within a population. This method was easy for obtaining a large and relatively random selection of participants.

3.6 Data collection methods

This section precisely describes how research data was collected, naming the instruments which were used as well as describing their nature, meaning, and purposes including justification as to why they are selected. Two instruments of data collection were employed to get information for this study. Data collection tools were questionnaires and oral interviews.

3.6.1 Questionnaire

Maxwell (2005:67) observes that questionnaires do not require pre-defined categories and they allow the respondent to express their views openly**.**

Questionnaires were distributed to the various categories of library users and library staff. The questionnaires were both structured and unstructured questions. The researcher used the structured questionnaires as they required a lower cognitive load on the respondent. They reduced the amount of thinking that a respondent needed to undertake to complete the task. This generally leads to higher response and more accurate data**.** They were easier for the researcher to code and analyze and eased data analysis while the open ended questions helped the researcher to get detailed information.

They were fast because the researcher distributed many questionnaires within a shorter time and were flexible because the researcher left them with the respondents to be filled and collected later.

For those away from duty, questionnaires were left and picked later. The respondents were free to answer the questions in their own way and therefore even information that was confidential was recorded because they did not indicate their names. Some of the demerits of the questionnaires were evident as follows: There was difficulty in understanding the topic of research because the users understood it from a different perspective, some of the respondents were unable to fill and return the questionnaire due to busy schedules and some respondents were not co-operative because they felt as if they were bothered by filling the questionnaires.

3.6.2 Interview schedules

This involved preparing an interview schedule of semi-structured questions to the informants. The target here was the librarians involved in the information literacy programmes. A thematic interview schedule was prepared for the interviewees who were allowed some latitude in the way they answered the questions.

An interview refers to a verbal communication of a set of questions by the researcher to the respondent using an interview schedule. Kothari (2008:64-69), defines an interview as a technique of data collection which involves verbal interaction relevant for the research purpose from the respondent. It is simply a planned approach which the researcher obtains information from the information relating to the subject of the research. Kumar (2012:134-137) says that interview technique gives an opportunity to establish rapport and greater flexibility in collecting information since the researcher and the respondent are both present. An interview can be formal or informal. The researcher recorded the interviews into a tape and later transcribed interview instead of taking notes. The researcher used this data collection instrument to gather as much information as possible. The face to face interview was conducted with the help of structured interview schedule.

Interview was of benefit to researcher as it was a face to face and one-on-one. It also allowed the researcher control over the line of questioning. Interviews were particularly useful for getting the story behind a participant's experiences and pursued in-depth information around the topic. Interviews were useful as follow-up to certain respondents to questionnaires, for example, to further investigate their responses. The limitation was that it provided indirect information filtered through the views of interviewees and also researcher's presence may have biased responses.

3.7 Data presentation, analysis and interpretation

Mugenda & Mugenda (2009:97), expounds the concept of data collection procedures and says that it refers to "protocol that must be followed to ensure that data collection tools are applied correctly and efficiently. The study employed mixed methods of data analysis. Data analysis was mainly done by use of qualitative and quantitative methods. The raw data was organized in such a way that it was edited, classified and tabulated. Through editing, the raw data was checked for accuracy, completeness and usefulness. The responses were checked for legibility. Microsoft Excel was used to perform descriptive statistics. A qualitative research design was used to bring the researcher and respondents together and help the researcher have an in-depth understanding of the variables under study. The researcher used interviews and observations to get responses to the questions which were not answered well in the questionnaires. In quantitative design, the researcher used structured questionnaires. The research involved creating descriptive statistics namely percentages and frequencies. The data was presented using tables, pie charts and bar graphs to show trends of events and to compare two or more variables of the research interest. This data analysis was critically looked at the information gathered. The cumulative data from primary and secondary sources was synthesized and the resultant data categorized in accordance to the objectives of the study. Analysis and examination of data in comparison with the objectives of the

study was carried out after the analysis of the data; the data was discussed thematically and coded. The themes formed chapters, tables and percentages according to themes and codes. Conclusions were drawn and recommendations for the study were made. The researcher applied the principle of triangulation in the data collection and presentation approaches where different instruments of data collection were applied in order to ensure that the weakness of one instrument was enhanced by another set of instruments. This was done to maintain the quality, reliability, and validity of the study. The analysis and interpretation of data was carried out bearing in mind the research problem, research objectives, the research question, and the research findings established from the study.

3.8 Data reliability and validity

Cozby (2010:191) defines reliability as the degree to which an assessment tool produces stable and consistent results. Validity is defined as the extent to which the instrument measures what it purports to measure, the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

The researcher employed various data quality control measures to ensure reliability and validity of the data collected. This involved pre-testing the questionnaires before the actual study and employing other research methods such as interview, observations and documentary sources. These were necessary to validate information given in the questionnaires. Objectivity and rigorousness was maintained at all stages of the study in order to get accurate and reliable data.

3.9 Pilot study and pre-testing of instruments

Mugenda & Mugenda (2009:8) asserts that the purpose of pre-testing the instruments is to ensure that items are stated clearly and have the same meaning to all the participants. The piloting was carried out at Buruburu public library, where 10 questionnaires were pre-tested. These were pre-

tested before the actual research to ensure that they were meaningful to the respondents and yielded the desired information. Ambiguous questions were corrected to make it easier for respondents to answer. After that process, the researcher embarked on the main research.

3.10 Ethical considerations

To maintain the integrity of the researcher and privacy of the respondent, names of the respondents were withheld. Anonymity of the respondents was guaranteed by ensuring they did not write their names on the questionnaires. The researcher treated all responses with utmost confidentiality and all responses were deemed right. A good rapport was established by the researcher while dealing with respondents. The researcher maintained informed consent and also avoidance of plagiarism.

3.11 Chapter summary

This chapter has provided an insight into how data was gathered and the various data collection tools used by the researcher during the data collection process. The data collection techniques used was highlighted to gather relevant data that enhanced continuous progress of the study. The research design used was both qualitative and quantitative as they complimented each other. A case study approach was used as it presented real examples. The study population comprised of library users and members of staff and the sample size was arrived at through use of Krejcie & Morgan formula. Questionnaires and interview schedule methods were used to get data while ethical considerations were adhered to for the sake of maintaining respondents' confidentiality. The following chapter presents data and interpretation.

CHAPTER 4: DATA ANALYSIS, AND PRESENTATION OF FINDINGS

4.0. Introduction

This chapter analyzes the data collected during the study. Interview schedule were used to collect qualitative data while the questionnaires were used to collect quantitative data. The library users and staff were involved in data collection because they get provided with information literacy programmes (IL). Various techniques and methods were used to analyze, present and interpret data which comprised of pie charts, bar graphs, tables and diagrams. The chapter presents and discusses the results of the survey and the interviews.

The population of the study comprised of 100 library users, and 15 members of library staff. Using a formula by Krejcie & Morgan (1970) for determining the population sample size, a total of 80 survey questionnaires were sent out to respondents comprising library users, but, only 57 (71.25%) of the respondents completed and returned the survey questionnaires, indicating a high response rate. The study employed a questionnaire as the primary technique of data collection (see Appendix II and III).The questionnaires were made up of both open-ended and close-ended questions. In addition to the survey questionnaire, face-to-face interviews were also conducted with 15 respondents as a follow up. The qualitative data was analyzed according to the thematic analysis technique where data was broken down according to themes or meanings that emerged from the transcripts. Subsequently, each theme that emerged from the content was coded and later analyzed and interpreted. Due to the similarities of information provided by the library staff on the issues being investigated, the researcher harmonized the findings that emerged from thematically. The respondents were interviewed on the basis of the objectives of the study.

4.1 Demographics

The study sought to find out demographic information of users of the library. The purpose was to know the gender of users, their age and academic and professional qualifications.

4.1.1Gender of user

The researcher sought to know the respondents gender. The purpose of the question was to determine respondents' gender so as to know their representation. The research established that, 50%were female and 50% male. The results from the survey indicated that respondents were equally represented in terms of gender, though no specific technique was used to arrive at that, but this could be due to the fact that one respondent out of the total respondents who completed the survey did not state the gender.

4.1.2 Age of respondents: Respondents were asked to state their age bracket. The purpose of the question was to know the respondents age bracket so as to determine which ages were getting information literacy skills. The study established that majority, 29.8%were of ages 19-24 and 25-30. Those who were 50 years and above represented 3.5%, a revelation that, they don't visit the library hence a need for the library to enhance information literacy programmes so as to attract that age group to the library. The following table depicts the findings:

Table 4:1 Age of respondents

Age	Respondents	Percentage
12-18	5	8.8%
19-24	17	29.8
25-30	17	29.8
31-40	10	17.5
41-50	6	10.5
50 and above	2	3.5%
TOTAL	57	100%

Source: Researcher, 2014

4.1.3 Users academic / professional qualification

The respondents were asked to state their highest qualification. The purpose of this question was to know the qualification of users who receive information literacy programmes in the library.

According to the findings, majority of users 47.4% were form four leavers, certificate holders were 14%, diploma holders were 28%, degree holders were 8.8% and masters 1.8%. There were no qualification of K.C.P.E. and PHD, showing standard eight leavers do not come to the library as well as PHD holders. Majority who are form four leavers come to the library for getting information on further studies, indicating they need to be given information skills so they access information with ease.

4.2. Type of user

The researcher sought to know respondents category in the library. The purpose of the question was to establish which category they belonged to. The researcher found out that majority 47.4% of users,' were college/university students who received information literacy skills in groups. The researcher found out that this category of users visited the library in groups and they were received information literacy programmes. It was noted that others in this category came to the library to study privately. Primary and secondary students comprise of 7% and 26.3% respectively, which the researcher attributed to schools visiting the library to familiarize them of what happens in the library and this makes the library provide information literacy programmes. Only 3.5%, who are researchers got information literacy skills which shows that very few researchers visit the public libraries. The researcher also wanted to know other categories of users who get information literacy programmes, and results indicate that it was 14% who included retirees, senior citizens, school leavers and job seekers.

Table 4.2 Type of users getting information literacy programmes

Category of users	respondents	Percentage
Primary pupils	4	7.0%
Secondary students	15	26.3%
College/university students	27	47.4%
Researchers	2	3.5%
Others	8	14%
TOTAL	57	100%

Source: Researcher, 2014

4.2.1 Information literacy concept

The researcher sought to establish from respondents how they understood the term information literacy. The purpose of the question was to find out if they were familiar with the concept of information literacy. The question had various options for answers. The research established that Information literacy was mostly understood as finding information located in information resources by 22.8 % of the respondents and also as ways of interacting with the world of information by 15.8 % of the respondents. 15.8% said that it was way of interacting with the world of information. 3.5% did not understand the term. It is clear from the findings that, most users did not know the meaning of information literacy hence a need for the library to sensitize and create more awareness on the concept of information literacy. Respondents were also given an option to state any other understanding of the term which was not among the pre-defined responses. Out of this, none of them specified any other understanding.

The following table shows the results:

Table 4:3 Responses on understanding information literacy.

Responses	No.of respondents	Percent
Finding information located in information resources	13	22.8%
Using IT for retrieval and communication	13	22.8%
A learning concept	9	15.8%
A set of skills	11	19.3%
Ways of interacting with the world of information	9	15.8%
Don't understand	2	3.5%
Other, please specify	0	0%
Total number of respondents	57	100%

Source: Researcher, 2014

4.2.2 Information literacy skills self assessment

The study sought to establish from respondents how they rated their information literacy skills and the purpose of this question was to assess how they rated their information literacy skills.

The respondents rated their information literacy skills and none of them had excellent. 7% rated as very good, 63.2% rated as good while 22.8% rated their information literacy skills as average. Some respondents 7% rated their information literacy skills as poor. This shows that a majority 63% rate their IL skills as good. The following table shows the response rate:

Table 4:4 rating of information literacy skills.

Responses	No. Of respondents	Percent
1 Excellent	0	0%
2 Very Good	4	7%
3 Good	36	63.2%
4 Average	13	22.8%
5 Poor	4	7%
Total number of respondents	57	100%

Source: Researcher, 2014

4.2.3 New users provision of information literacy programmes.

The researche sought to establish whether the users underwent information literacy programmes when they visited the library for the first time. The purpose of the question was to determine if users underwent the programmes. The researcher found out that majority of users 66.7% did not undergo information literacy programmes hence were not familiar with library routines. Only 33.3% underwent the information literacy programmes which indicated that majority of users were not taken through the information literacy programmes. This may have indicated why most users were not able to search and retrieve required information from the library. The following table shows the outcome of the question:

Table 4:5 New user's information literacy programmes provision

Response	No. of respondents	Percent
Yes	19	33.3%
No	38	66.7%
TOTAL	57	100%

Source: Researcher, 2014

4.2.4 Preferences of Information Sources

The researcher sought to find out information sources users preferred most to get information.

The purpose of this question was to find respondents views on information resources they used most to retrieve information for their academic work or research. The results on which source of information respondents used most indicated that majority, 59.7% preferred use of print information materials in the library to get information While 28% preferred use of the internet as a source of information. Those who use e-resources are 12.3%.

The respondents gave varied reasons for their preference of the internet as a source of information. Some of the reasons they mentioned were:

> "Access without any limitation of place and time, accessible and flexible content, it makes retrieval faster and you can access a lot of materials within a short time, it is easy to access information from any place where there is internet."

The researcher sought to find out which other sources of information respondents relied on apart from the internet and the library for relevant information for their academic work or research. One of the respondents mentioned that:

"I also get information from colleagues and friends, newspapers, as a good source and also from library staff."

Another respondent mentioned talking to experts, scholars, and knowledgeable people in their field for their expert views, conference presentations, social networks and also through discussions.

Table 4:6 Preferences of information sources

Source	No. of respondents	Percent
print information materials	34	59.7%
Internet	16	28%
e-resources	7	12.3%
Total	57	100%

Source: Researcher, 2014

4.2.5 Users information literacy skills on services available in the library

The study sought to find out if respondents had information literacy skills on services available in the library. The purpose of this question was to establish if the library users had information literacy skills on services offered by the library. It is important to note that several users suggested more than one service according to how they use them. It was somehow evident that the services which they mentioned are those that they have come across or used them for their information needs.

A bigger percentage of library users were aware of lending services 25% because majority are members of the library and are eligible for borrowing materials to use outside the library. The library users were aware of internet services (20%) because of the wireless technology available

within the library where users accessed the internet from their own laptops. They used online public access catalogue (OPAC) (5%) and online information material (15%) because they had to access the information resources through the OPAC and Online information materials because it was the only place within the library that they could access internet free. The following figure shows the findings:

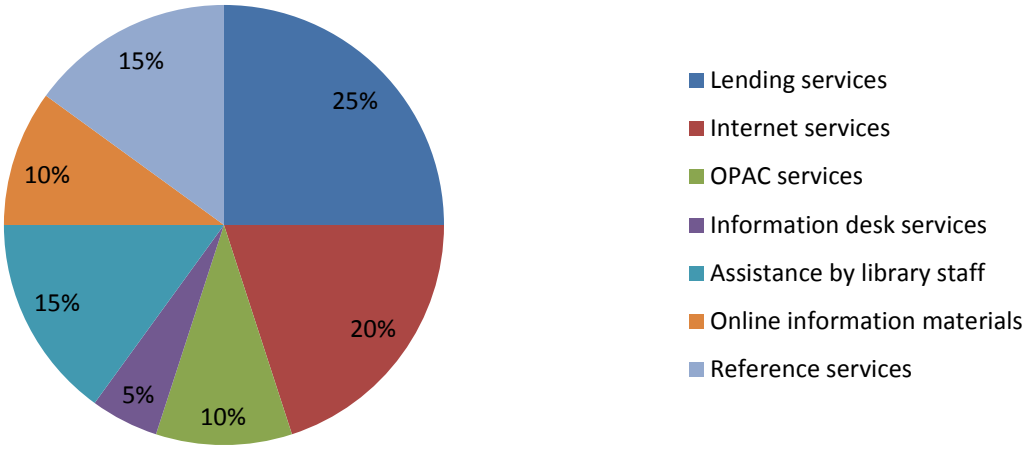

Figure 4:1 **Users Information skills on services available in the library**

Source: Researcher, 2014

4.2.6 Users search for information in the library

The researcher sought to know on how users searched for information in the library. The purpose of this question was to enable the researcher establish how the users searched for information from the library so as to know if they possessed information searching and retrieval skills. The researcher found out that majority 45.6% of the users asked at the library counter, this could be because they lacked computer literacy skills because they did not use the OPAC or internet which required them to be computer literate. However those who indicated that they browse the shelves were 19.3% and internet 14%. This reveals why the users should posses computer and network literacy skills. However those who asked at the counter were those who were stranded

after looking for the information material by chance yet the OPAC could easily indicate the status of the information material. It was also interesting to note that 10.5% of the respondents indicated that they asked their colleagues on where they could get certain information.

Table 4:7 Users skills on search for information in the library

Respondents'	**No. of respondents**	**Percentage**
Use OPAC	6	10.5%
Internet	8	14%
Browse the shelves	11	19.3%
Ask at the library counter	26	45.6%
Ask colleagues	6	10.5%
Total	**57**	**100%**

Source: Researcher, 2014

4.3. Provision of information literacy programmes by staff

Interviewees were asked to tell if they provide information literacy programmes in the library. The purpose of this question was to know if staff provided information literacy skills. All respondents were in agreement that information literacy programmes is provided in the library to users. One of the respondents' said that:

"Yes, the information literacy programmes is provided but mostly to new members".

The above answer indicated that, the library should conduct the programmes to regular clientele on regular basis.

The study sought answers from respondents on their professional qualifications. The purpose of this question was to establish the qualifications of the staff providing information literacy

programmes in the library. As indicated in the following table, majority, 53.3% of those providing information literacy skills had diploma qualifications. Those with degree and certificate were 13.3% and 26.7% respectively. The result proved that more training was needed to staff at the level of degree. At masters, the library needed to train more staff so as to achieve improved quality of information literacy programmes. Since there was no one with a PHD, there was need to sponsor even one staff so that research on information literacy can be enhanced.

The researcher asked the interviewees to state their highest academic and professional qualifications. One respondent said that he possessed a Masters degree, while another interviewee said he had a degree. Three said they had a diploma, and this revealed that majority of them3 had diploma qualifications as their highest qualification. The above results concur with what was got from survey questionnaires.

Table 4:8 Staff professional qualifications

Respondents' qualifications	**No. of respondents**	**Percentage**
PHD	-	0%
Masters Degree	1	6.7%
Degree	2	13.3%
Diploma	8	53.3%
Certificate	4	26.7%
Other qualification	-	0%
TOTAL	**15**	**100%**

Source: Researcher, 2014

4.3.1 Effectiveness of information literacy programmes

The researcher sought to establish the effectiveness of information literacy programmes in the library. The purpose of the question was to establish if the current information literacy programmes was effective. Majority of respondents, 71.9% said that the current information literacy programmes was not effective. 24.6%, said it was fairly effective, 3.5% which was a small number said it was effective. None of the respondents commented on very effective. The results reveals the majority said it was not effective hence a need to have the information literacy programmes being emphasized more to make it effective to users.

Table 4:9 Effectiveness on current Information Literacy programmes in the library

Assessment	number of respondents	Percentage
Very effective	0	0%
Effective	2	3.5%
Fairly effective	14	24.6%
not effective	41	71.9%
TOTAL	57	100%

Source: Researcher, 2014

4.4 Instructional methods used

The study sought to establish from respondents on which instructional methods were used to provide information literacy skills. The purpose of the question was to find out the various methods used to provide information literacy programmes in the library. Majority of the respondents 40.4% indicated that the most commonly used method was library orientation because it was always mandatory that all newly registered users must undergo library orientation.

Guided tours method was 14% and was used again during the orientation program where the users were taken round the library. Group instructions method 5.3% was revealed to be undertaken when the users are taken though the process of using the OPAC or online databases. Most users 21.1% preferred one on one i.e. on demand because it helped save users time and it was very convenient to serving users when they needed information at that time. It's regrettable that most important instructional method like lecturing 5.3% has not been emphasized in the library and this shows that there is need for it to be embraced. The following table illustrates the findings:

Table 4:10 Instructional methods used in information literacy programmes

Method	**No. of staff**	**Percentage**
Library orientation	23	40.4%
Guided tours	8	14%
Group instructions	3	5.3%
Demonstrations	8	14%
One on one i.e. on demand	12	21.1%
Lecture methods	3	5.3%
Total	**57**	**100%**

Source: Researcher, 2014

The researcher sought to know from interviewees' which instructional methods were used in provision of information literacy programmes. All the respondents were in agreement of the methods and they mentioned orientation, guided tours, group instructions, demonstrations and lecture methods. These results concur well with the questionnaires filled.

4.4.2 Instructional methods effectiveness

The researcher sought to establish the effectiveness of the instructional methods used in information literacy programmes. The purpose of this question was to establish how effective the methods were in providing information literacy programmes. A bigger percentage of the library users 60% indicated that the instructional methods were effective. 25% said the instructional methods were very effective. None of the respondents noted that the instructional methods were not effective although this may be biased because they may have not wanted to show the negative side of the library. However, instructional methods were fairly effective 15% and this may be due to lack of an information literacy programmes policy which can help identify information needs of users and hence satisfy users. The figure below shows the findings:

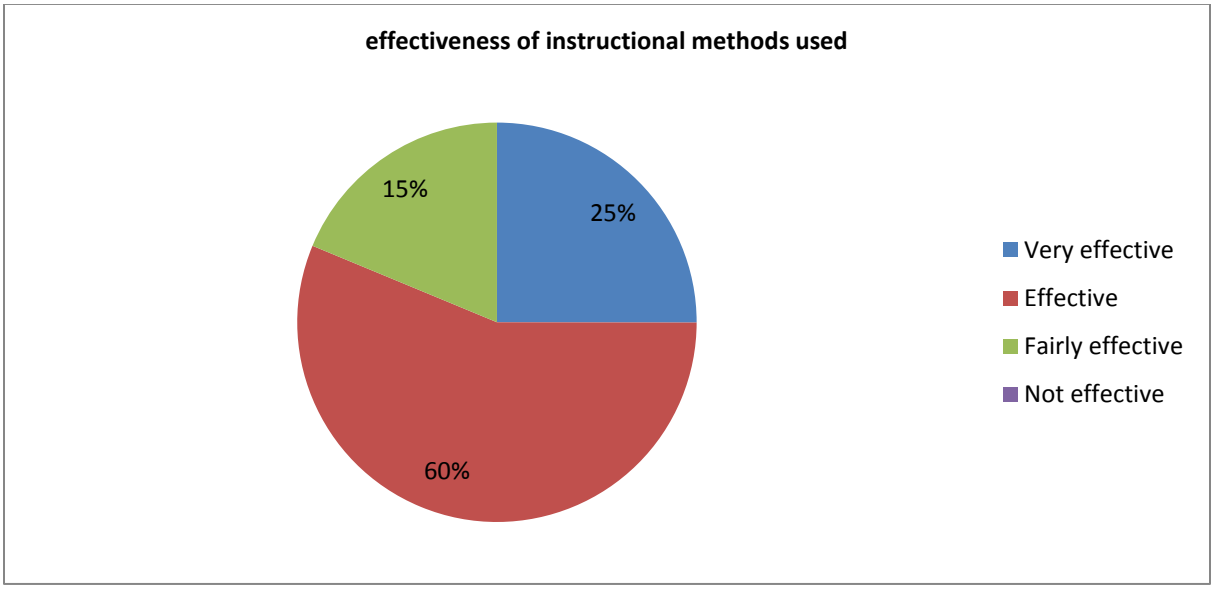

Figure 4:2 Effectiveness of instructional methods

Source: Researcher, 2014

4.5: Application of ICT in information literacy programmes.

The researcher sought to find out how application of ICT helped in provision of information literacy programmes. The purpose of this question was to know how ICT was applied in implementation of information literacy programmes.

4.5.1 Search engines used to search information

The respondents were asked on which search engines they used to search for information. The purpose of this question was to know the search engines users used to find information from the library hence know their ICT literacy skills. Majority of users 40.4% preferred to search using Google, which indicated that most users were familiar with Google which is easier to use while searching. 24.6% of users preferred Google chrome. 31.6% uses e-resources which were available in the library while a small percentage, 3.5, uses other search engines. The researcher noted that more needed to be done to emphasize use of ICT so as to enable the users access information effectively and efficiently.

Table 4:11 Search engine preference

Search engine	**Respondents**	**Percentage**
Google	23	40.4%
Google chrome	14	24.6%
e-resources Databases	18	31.6%
Others	2	3.5%
TOTAL	57	100%

Source: Researcher, 2014

4.5.2 Search for information from the internet or the e-resources.

The researcher sought to know from users if they had been shown how to search for information from the internet or the e-resources. The purpose of the question was to find out if users knew how to search for information from electronic resources.

Majority of respondents, 75.4% said that they disagreed. This shows that they have never been shown how to search information from the electronic resources. 24.6%, of respondents said they agreed, showing that only a small number of users had been shown how to search for information from the electronic resources. There is an indication that all users need to be shown how to search information from electronic resources. Respondents were asked to say the ICT equipment/facilities they use in providing information literacy skills. All the interviewees gave similar answers, where they mentioned computers, projectors as some equipments used to provide the programmes. Moreover, one respondent asserted that:

> "We use a radio to teach users on how to use the library, we have recorded audio information on how to use the library and when users are being taken through orientation, we put the radio on and users listen".

4.6: Challenges of information literacy programmes

The study sought to find out whether there were challenges to information literacy programmes. The purpose of the question was to establish if there were challenges encountered in providing information literacy programmes in the library. As indicated, most respondents 89% agreed that there were challenges to information literacy programmes. The findings showed that 89.5% of the respondents said "Yes", whiles only 5.3% respondent said "No". 3% of respondents did not know or was not sure of any existing challenges to IL programmes.

4.6.1 Challenges faced in provision of information literacy programmes

The researcher sought to establish the challenges faced in provision of information literacy programmes. The purpose of the question was to know of the different challenges experienced in provision of information literacy programmes. Inadequate teaching equipment and facilities was the major challenge, 36.9% while 15.8% of respondents indicated inadequate trained staff as a challenge to information literacy programmes. Inadequate funding/financial support had14%, lack of policy 21.1% was also a major challenge. There were additional challenges mentioned by some respondents which made up 12.3 % of the responses. The additional challenges mentioned by respondents were similar to the ones given in the response options. One respondent noted:

> "There is lack of awareness of the concept, importance and necessity of information literacy in today's life and today's world, lack of organizational support, methodology of delivery and technological barriers."

The study hence revealed that, there were lots of challenges which respondents were familiar with and therefore they should be addressed. The following table shows challenges to information literacy programmes:

Table 4:12 Challenges to information literacy programmes

Challenges	No. of respondents	Percentage
Lack of teaching equipment / facilities	9	36.9%
Inadequate trained staff	21	15.8%
Inadequate funding	8	14%
Lack of policy	12	21.1%
Other challenges	7	12.3%
TOTAL	57	100%

Source: Researcher, 2014

4.6.2 Challenges faced in using the library

The study sought to establish on challenges faced in using the library. The purpose of the question was to find out challenges they faced in using the library so as to identify if they had adequate information skills. Most respondents 40% complained that the internet was very slow. This was due to low bandwidth allocated to the library and also the fact that the computers used for internet searching were slow. The computers available for internet searching , only 20% were very few in the library, and that they were very slow since they did not meet the current specification requirements hence limit access to online information materials. Information literacy programmes entails providing users with information searching skills which includes online searching and if the users complained of slow internet it indicated that they appreciate what they got discouraged while searching due to low bandwidth. Those that commented that they face challenges on using the OPAC 6.7%, is an indication that some users did not attend library orientation and this calls for the library to conduct information literacy programmes

regularly in order to give a chance to such users. It was evident that OPAC terminals were less 6.7% because only one computer on the ground was dedicated for OPAC services although the same was used for internet searching and this discouraged those who wanted to access OPAC. On the reading hall where the open shelves were situated there was no OPAC terminal. It is one thing to offer information literacy programmes and another thing to provide facilities that allow progress of the programmes and so the library should ensure that there are enough facilities for information resources access. The below figure indicate the challenges in using the library:

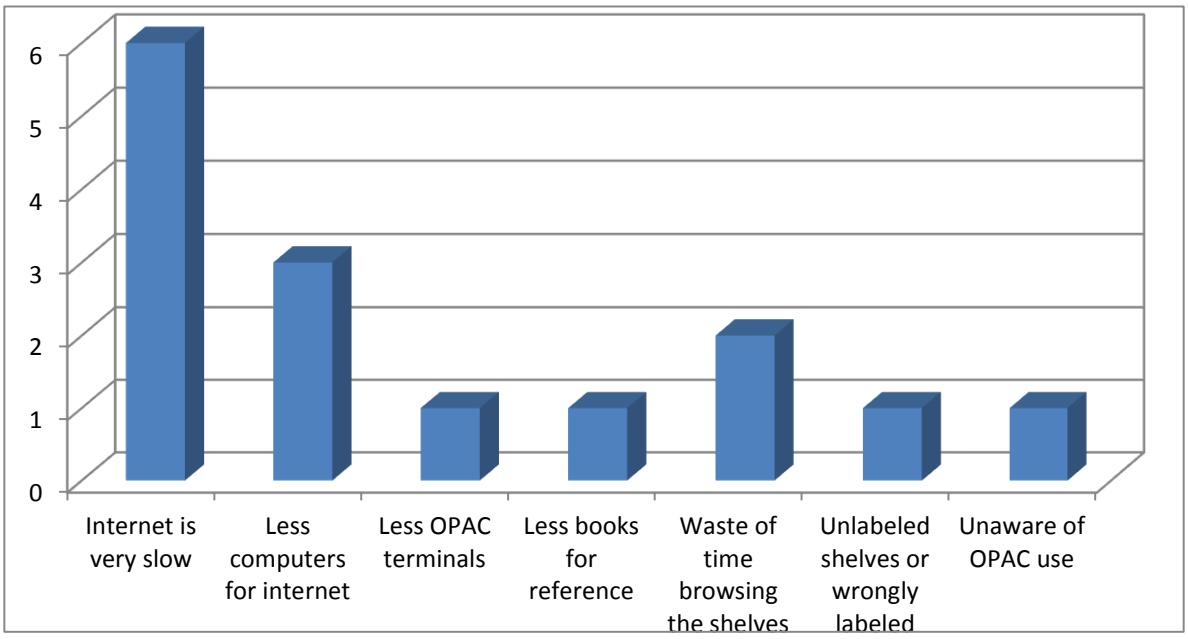

Figure 4:3 Challenges in using the library

Source: Researcher, 2014

Respondents were asked on what challenges they encountered in the provision of information literacy programmes. All the respondents mentioned similar challenges which included inadequate teaching equipments and facilities, inadequate trained staff, inadequate funding and lack of policy to govern implementation of Information literacy programmes. The research noted

that most answers given by interviewee resembled the answers from the questionnaires. One respondent asserted that:

> "There is no policy to govern information literacy programmes in our library, and this hinders provision of the programmes".

As asserted by that interviewee, there is need to formulate an information literacy programmes policy to provide guidelines on how to conduct the programmes in the public libraries.

4.6.3 Suggestions on information literacy programmes

On suggestions, respondents were asked to give any comments or suggestions to summarize their views on information literacy. The purpose of this question was to hear respondents' suggestions on information literacy programmes. Some of them mentioned that information literacy is very relevant and also very important for everyone considering the amount of information one has to deal with, daily in school, at the workplace and for other purposes as well. Majority of the students, 36.8% recommended that the computers need to be increased so that access to online information sources was easy for instance the OPAC and internet. They also suggested that the internet bandwidth should be increased, 19.3% so that it is faster and saves their time in searching and retrieving. One respondent was quoted saying that:

"Computer and network literacy is very vital because users require more computers and high speed internet bandwidth to access information quickly."

This also show that majority of the users are computer literate because most of the suggestions dwelt on computers. The comment about increasing the reading space 7% concerns the fact that there were only three reading spaces which were available for the entire user population and they could not meet their demand.

Table 4:13 Users suggestions

Recommendations	**No. of respondents**	**Percentage**
Increase computers	21	36.8%
Increase Internet bandwidth	11	19.3%
Practical orientation programmes	4	7%
Online suggestion box or blog	11	19.3%
Label the book shelves properly	4	7%
Increase reading space	4	7%
Open the library up-to 9 p.m.	2	3.5%
Total	**57**	**100%**

Source: Researcher, 2014

4.8 Chapter summary

The analysis in this chapter has looked at several issues with regard to provision of information literacy programmes in public libraries. Each objective was analyzed and presented in tables, chats and verbatim. It is evident that information literacy programmes have not been very effective due to various reasons. Most of what is offered in the library is some kind of library orientation which according to this research has been very much incomprehensive since it covers very little aspects of the entire information literacy programmes. The next chapter five will look at the findings of the study and give recommendations to the challenges facing provision of information literacy programmes.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains a summary of the key findings, conclusion and recommendations based on the objectives and research questions of the study presented in chapter one. The aim of the study was to explore on the implementation of information literacy programmes in Kenya National Library Service, and suggest possible solutions to facilitate the successful implementation of information literacy programmes. The researcher obtained various findings which amounted to the objectives being analyzed. The findings have provided the researcher and the KNLS administration with valuable information about implementation of information literacy programmes issues whereby information literacy programmes opportunities and challenges can be measured.

5.1 Summary of findings

This study established that, respondents were equally represented in terms of gender, 50% each, and hence there was equal representation. The study established that majority of users 29.8% who used the library ranged from ages 21-35. It was also established that majority of users who visited the library were form leavers who were eager to pursue higher education.

5.1.1 Users provided with information literacy programmes

This study established that majority 47.4% of the users who receives IL programmes were from college / university students. The study also established that, Primary and secondary students comprise of 7% and 26.3% respectively, which the researcher attributed to schools visiting the library to familiarize them of what happens in the library and this makes the library provide information literacy programmes. It was established that only 3.5%, who are researchers get information literacy skills which shows that very few researchers visit the public libraries.

The study established that Information literacy was mostly understood as finding information located in information resources by 22.8 % of the respondents.

The study established that, majority of respondents rated their information literacy skills as good 63.2%, while 22.8% rated their information literacy skills as average. It reveals that IL programmes needs to be enhanced in the public libraries so as to enable users have adequate and efficient IL skills so they can access information with ease.

5.1.2 Staff providing information literacy programmes

The study established that majority of those providing IL programmes are those with Diploma qualification, 53.3%. Those with degree and certificate are 13.3% and 26.7% respectively. The finding indicate that staff need to be taken for further training so as they get more skills and knowledge to enable them provide more valuable IL skills to users.

5.1.3 Instructional methods used in provision of information literacy programmes

The study established that majority of the respondents 40.4% indicated that the most commonly used method for provision of IL programmes is library orientation because it is always mandatory that all newly registered users must undergo library orientation. The study reveal that more instructional methods like for example lecture methods needs to be practiced so as to educate users on IL skills. The study also established that most important instructional method like lecture 5.3% has not been emphasized in the library and it should be aggressively practiced so as to educate users on IL skills.

5.1.4 Effectiveness of Instructional methods used

The study revealed that a bigger percentage of the library users (60%) indicated that the instructional methods are effective. This shows that more strategies for instructing users should be devised so as to make IL programmes more effective.

5.1.5 Application of ICT in information literacy programmes

The study shows that majority of users prefer to search using Google, 40.4% which indicates that most users are familiar with Google which is easier to use while searching. 24.6% of users preferred Google chrome. 31.6% uses e-resources which are available in the library while a small percentage, 3.5, uses other search engines. The study reveals that, public libraries must come up with more IL skills tactics to make users aware of other ICT sources like for example databases which give authentic and current information rather than relying mainly on Google search information.

5.1.6 Challenges faced in provision of information literacy programmes

The study established that most respondents 89% agreed that there were challenges to information literacy skills and library orientation. The study also revealed that among the challenges, Inadequate teaching equipments and facilities was the major challenge, 36.9%. 15.8% of respondents indicated inadequate trained staff. Inadequate funding / financial support 14%. Lack of policy, 21.1% was also a major challenge. There were additional challenges mentioned by some respondents which made up 12.3 % of the responses. The study revealed many challenges which hinder provision of IL skills programmes hence a need to address the said challenges so as to ensure IL programmes are a success to public libraries.

5.1.7 Comments and Suggestions from Respondents

The study revealed that respondents mentioned that information literacy is very relevant and also very important for everyone considering the amount of information one has to deal with, daily in school, at the workplace and for other purposes as well.

5.2 Conclusion

In order to improve IL programmes in public libraries and make them more effective, the more proactive approach is needed, especially from librarians who need to promote widespread and deeper recognition of IL in public libraries by raising awareness among users, librarians and other stakeholders on the importance of IL in facilitating sensitizing users for lifelong learning. Various methods like seminars, leaflets, posters and posting information in library websites can be used to serve this purpose. Nonetheless, a dawning recognition that the public library has no choice but to intervene in users' IL instructions is discernable.

In addition, the following should also be considered:

- Librarians should make efforts to ensure that they design IL programmes content.
- More current awareness on the existing IL programmes should be strengthened, so as to increase the number of users who can attend them on voluntary basis.
- IL should be allocated with adequate time and resources, in order to create adequate opportunity to balance cognitive sessions and practical skills during hands-on practice.
- Evaluation and assessment of IL should be improved in order to ensure proper mechanism for evaluating and assessing each instructional method being used.

5.3 Recommendations

The researcher has argued in this report that more is needed to be done in terms of putting relevant measures so as to make IL programmes to be successful in public libraries so as to enable users access information effectively and efficiently. It is against this background that the recommendations below are made:

5.3.1 Users of the public libraries

- Users should be provided with relevant IL programmes so that they can be able to access information effectively and efficiently.
- New library users should be given orientation and other IL programmes once they visit the library and it should also continue regularly to keep them abreast with new technology changes.
- Users should be assessed to determine the level of their IL skills so as to know which IL skills they need more.

5.3.2 Library staff

In order to provide effective formal and informal training opportunities to the public, library staff need to improve their IL and teaching skills. During the study, many library staff expressed their observations that their input was the most valuable resource needed to run successful IL training programs for library clientele.

- Every public library staff member should participate in IL programmes so as to make it successful.
- Staff to provide certain types and levels of training to the public.
- Staff need to be trained on courses in new technologies and training delivery skills as
- Training is important not only to enhance staff's skills in delivering IL instruction, but also to ease their fears when teaching the public.
- Public libraries' administrators and staff should ensure IL training programs reach more people who are in need.

- Staff should ensure public libraries partners with local organizations to provide free IL training opportunities outside the libraries and people can attend IL training courses at community centers and career centers.
- The public libraries staff should structure a series of training workshops for the members of public on information literacy skills.

5.3.3 Instructional methods

- Instruction methods like lectures require rooms for undertaking ILS programmes hence should be provided.
- The library should acquire computers, both hardware and software to facilitate teaching of IL skills.
- Instructional methods like lectures which are more effective should be more emphasized so to impart IL skills to users.
- An informational literacy skills programmes curriculum should be prepared which will facilitate teaching of IL skills to users.

5.3.4 ICT applications

- The library should provide ICT equipments like computers, projectors for facilitating teaching of IL skills to library clientele.
- With advent of new technology, new methods of teaching IL skills should be devised to teach users on IT skills like for example on how to search electronic information.

5.3.5 Challenges of IL skills

- Adequate funding should be provided to ensure IL skills programmes succeeds like for instance, funds to buy equipments for teaching users.

- Trained and adequate members of staff should be available to assist in implementing IL skills programmes.
- Equipments and facilities like rooms should be provided to facilitate provision of IL skills programmes.
- A policy should be formulated to guide in implementation of IL skills programmes in public libraries.

5.4 Suggestion for further Research

The researcher would like to give his personal views as experienced in the findings that other research on information literacy programmes in public libraries should be carried out so as to establish other gaps which exist. The research has established that there is little research which has been done on this important topic hence a need for more research. To overcome many challenges facing information literacy programmes in public libraries, the researcher suggests a research on "information literacy programmes for children libraries". A research on information literacy programmes for electronic information provision should also be carried out.

5.5 Chapter summary

The chapter has highlighted a summary of major findings as per each objective, a conclusion of the findings and recommendations obtained from the study. Various recommendations on implementation of information literacy programmes have been suggestwhich includes formulating a policy to govern the information literacy programmes in public libraries, all new users to be provided with the programme and also regular teaching should be emphasized to enable the public libraries provide effective and efficient information literacy programmes. The chapter has also given suggestion for further research in area of children libraries and also information literacy programmes on electronic information.

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APPENDIX 1: INTRODUCTION LETTER

Stephen Maina
P.O. Box 30573 – 00100
NAIROBI.
Phone no. 0721767439

20th June, 2014

Dear respondent,

I am a student at the University of Nairobi (UoN), pursuing a Masters Degree in Library and Information Science. I am conducting a research titled: "Implementation of Information Literacy Programmes in Public Libraries: a case study of Kenya National Library Service headquarters. The aim of the study is to explore the implementation of information literacy programmes and then suggest possible solutions. The objectives of the study are to:

- Find out the type of users getting information literacy programmes.
- Identify category of staff providing information literacy programmes.
- Establish the instructional methods used.
- Examine application of ICT in provision of information literacy programmes.
- Establish the challenges faced in provision of information literacy and suggest possible solutions.

The attached questionnaire is meant to help in collecting data for the research and information gathered will only be used for the said study. Kindly fill as appropriate against each question. Your response will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

S. MAINA

APPENDIX II: QUESTIONNAIRES FOR LIBRARY USERS

SECTION A: Bio-data

Please tick as appropriate

1. What is your gender?

Male [ ]

Female [ ]

2. Which age bracket do you belong?

12 - 18 [ ]

19-24 [ ]

25 -30 [ ]

31-40- Above [ ]

41-50 [ ]

50 and above [ ]

3. What is your highest academic or professional qualification?

PHD [ ]

Masters Degree [ ]

Degree [ ]

Diploma [ ]

Certificate [ ]

Any other……..……..

SECTION B: Type of user

4. What category of user are you?

Primary pupil [ ]

Secondary student [ ]

College/ university [ ]

Researcher [ ]

Other (please specify) ……

5. How do you understand the term "Information Literacy?"

Finding information located in information resources [ ]

Using IT for retrieval and communication [ ]

A learning concept [ ]

A set of skills [ ]

Ways of interacting with the world of information [ ]

Don't understand [ ]

Other, please specify ……

6. How do you rate your Information Literacy skills?

Excellent [ ]

Very Good [ ]

Good [ ]

Average [ ]

Poor [ ]

7. (a). Did you undergo information literacy skills programmes when you visited the library for the first time?

Yes [ ]

No [ ]

(b) If your answer is Yes, how effective was it?

Very effective [ ]

Effective [ ]

Fairly effective [ ]

Not effective [ ]

8. Which information sources do you prefer in getting information?

Print information materials [ ]

Internet [ ]

e-resources [ ]

Other sources……

9. Which information literacy skills on services available in the library do you have?

Lending [ ]

Internet [ ]

OPAC [ ]

Information desk services [ ]

Assistance by library staff [ ]

Online information materials [ ]

Reference service [ ]

10. How do you search for information in the library?

Use of OPAC [ ]

Ask at the library counter [ ]

Ask colleagues [ ]

Browse on the shelves [ ]

SECTION C: Instructional methods used

11 (a). Which instructional methods are used to provide IL in the library?

Library orientation [ ]

Guided tours [ ]

Group instructions [ ]

Demonstrations [ ]

One on one [ ]

Lectures [ ]

(b) How effective are these methods?

Very effective [ ]

Effective [ ]

Fairly effective [ ]

Not effective [ ]

SECTION D: Application of ICT

12. Which search engines do you use to search for information?

- Google [ ]
- Google chrome [ ]
- Internet [ ]
- E-resources databases [ ]

13. Have you ever been shown how to search for information from the internet or e-resources?

Yes [ ]

No [ ]

SECTION E: Challenges encountered in provision of information literacy programmes

14. Are there challenges to information literacy skills programmes in the library?

Yes [ ]

No [ ]

Don't know/ not sure [ ]

15. What challenges are encountered in provision of information literacy skills programmes in the library?

Lack of teaching equipments/ facilities [ ]

Inadequate trained staff [ ]

Inadequate funding [ ]

Lack of policy [ ]

Others:

……

……

……..

…….

16. What challenges do you face in using the library?

Internet is very slow [ ]

Less computers for internet [ ]

Less OPAC terminals [ ]

Less books for reference [ ]

Waste of time browsing [ ]

Unlabelled shelves [ ]

Unaware of OPAC use [ ]

17. Generally give your recommendations on information literacy programme in Kenya National Library Service?

……

……

……

……

……

……

Stephen Maina

APPENDIX 111: QUESTIONNAIRES FOR LIBRARY STAFF

(Please tick and fill the blank spaces provided as appropriate)

SECTION A: Bio-data

1. What is your highest academic or professional qualification?

PHD [ ]

Masters Degree [ ]

Degree [ ]

Diploma [ ]

Certificate [ ]

Any other ……..……..

SECTION B: instructional methods used in provision of information literacy programmes

2. Which ICT equipment / facilities do you use in providing information literacy programmes?

Computers [ ]

Projector [ ]

Radio [ ]

Others…….

3. What challenges do you encounter in the provision of information literacy program?

……

……

……

……

……..

4.What are the possible solutions to the problems you have mentioned above?

……

……

……

……

Thank you for your co-operation.

Stephen Maina

APPENDIX IV: INTERVIEW SCHEDULE FOR LIBRARY STAFF

1. What are your highest qualifications?

2. Do you provide information literacy programmes in your Library?

3. What instructional methods do you use in provision information literacy programmes?

4. Which ICT facilities / equipment do you use in providing information literacy programmes?

4. Do you carry out an assessment of IL skills programmes in your library effective?

5. How effective is the programmes?

6. What challenges do you encounter in the provision of information literacy programmes?

7. What are the possible solutions to the problems you have mentioned above?